



Individual Reading

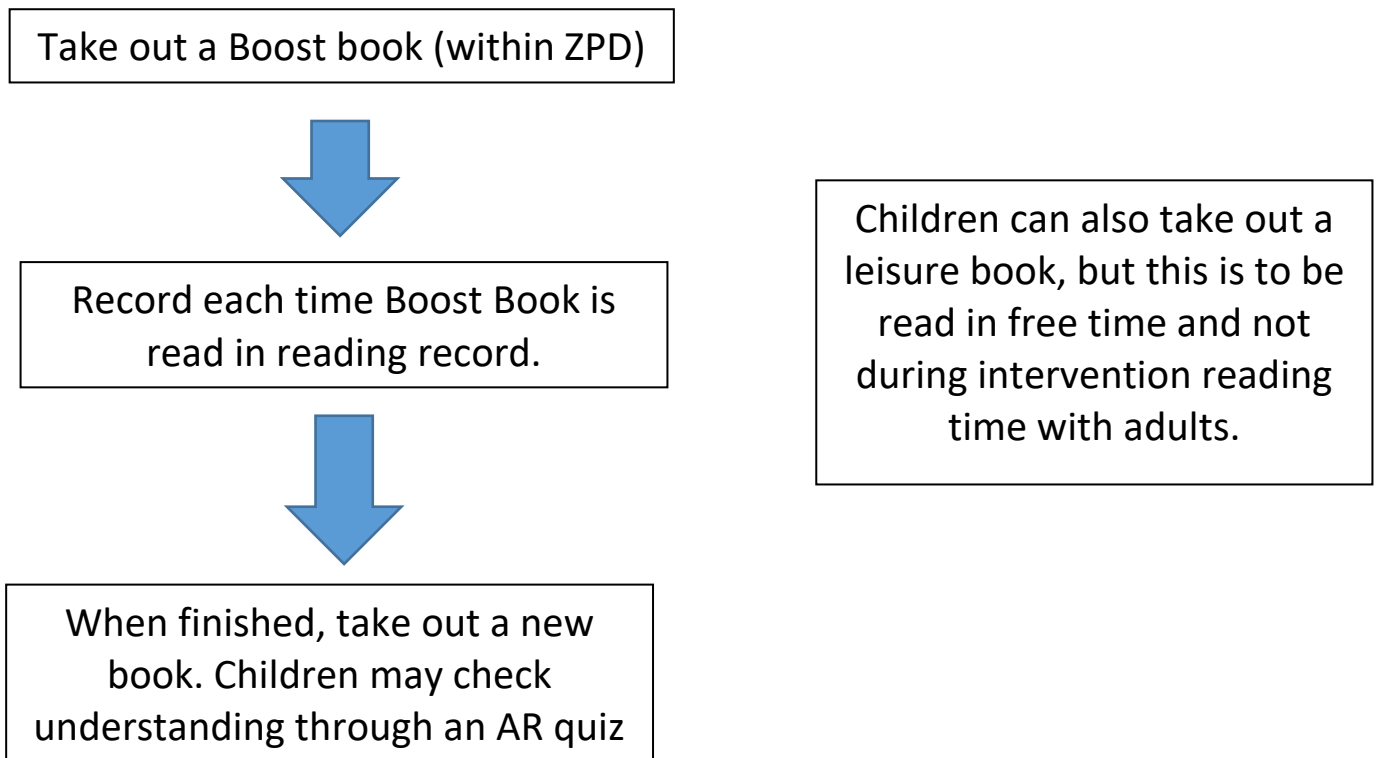
Children take home a reading book every day. Teachers monitor this (for example, during the 'Do Now' times in the morning) to ensure that children are choosing appropriate reading materials.

Children will have:

- A 'Boost' Book – matched to their current ZPD
- A 'Leisure' Book – a 'free' book to encourage reading for pleasure and exploring reading materials outside of their ZPD.

Both can be recorded in the reading record. Children will read their Boost Book during 1:1 reading sessions with an adult.

Children are expected to bring their reading books and reading records to school with them every day. Children should follow the pattern of:



Children should take an Accelerated Reader 'STAR' reading test once every half term, in order to be assigned a new ZPD. The child's ZPD should be recorded in the front of their reading record.



Teaching to children to read is not just about decoding!

Reading processes

Types of reading...

- **Reading** = is for pleasure and comprehension
- **Skimming** = is for identifying paragraphs or sentences which will provide further information needed
- **Scanning** = is for helping us to find key words or phrases

Reading...

Read = for pleasure and comprehension

- Reading time means no pens, nothing in hands - read properly (do not skim and scan).

Read by paragraph ⇒ Did I understand what I just read?

YES _____ **NO**

If yes...read on.

If no, then re-read it.

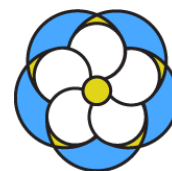
Teachers should model 'thinking out loud' to encourage children to think about what they are reading whilst engaged in their reading. You may choose to share your own questions, theories, predictions, or even mental-movies/pictures that the text creates for you.

Answering reading comprehension questions (whether orally or in written form)...

1. **READ** – Fully and completely engage in the text. To ensure the text is understood, there needs to be fluency.
2. **Read the question** – Make sure you understand what is being asked and that you are prepared to answer all parts of the question (here you may pick up a pen, pencil or highlighter to help you identify what is being asked in the question).
3. **Skim** – Look at sections of the text to help you identify where you might be able to find the answer to the question.
4. **Scan** – Finer detailed looking, in order to find the answer within sentence(s), word(s) or phrase(s).
5. **Answer** – Use the vocabulary from the text to help you answer accurately. For longer answers or full sentences, make sure to rephrase the question in your answer.

*See the 'Reading tips' poster for children.

Our children engage in RWI and Literacy and Language for decoding and reading interventions.



We Love Reading!

Not only are there dedicated 'We Love Reading' weeks etched into our whole school curriculum timetable, but further to this, every class participates in We Love Reading time daily, from 12: 55 – 1.15pm. It is a time in which their teacher reads them part of a high quality, language-rich text. It is important for children to hear what a fluent, interested reader sounds like to develop their own vocabulary and comprehension skills.

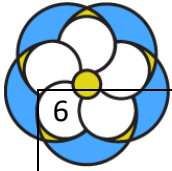
This dedicated time also enables teachers to display their own passion for reading. Teachers will encourage children to engage with the text through discussions and questioning. This modelling of the reading process, including 'thinking out loud' and sharing thoughts when reading, further develops children's understanding of not only how to be a 'good reader,' but it also further develops a joy for the book they are reading.

Teachers are encouraged to refer to Pie Corbett's Reading Spine for ideas on age appropriate, high quality texts. The recommended books (from Year 3 to Year 6) have been bought and assigned to classrooms. Each class reads a minimum of one book per half term, resulting in six books a year. This means that by the time children leave our school at the end of year 6, they will have experienced at least **twenty four** high quality books.

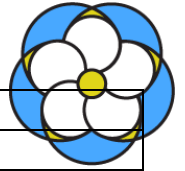
Teachers are free to use their own professional judgement and may decide to read other (age-appropriate) stories to their class, based on new recommendations or topics.

We encourage parents **not to buy** these books for their children until they have been read together as a class, so that every child can experience the story together first.

Year Group	Text
3	The Iron Man (Ted Hughes)
	Cat Tales: Ice Cat (Linda Newberry)
	The Sheep-pig (Dick King-Smith)
	The Abominables (Dick King-Smith)
	The Lion, The Witch and The Wardrobe (C S Lewis)
	The Battle of Bubble and Squeak (Phillippa Pearce)
4	Bill's New Frock (Anne Fine)
	Charlotte's Web (E B White)
	DNA Detectives – Mandy Hartley
	A gift from Winklesea (Jasmine Cresswell)
	The Firework Maker's Daughter (Phillip Pulman)
	The Snow Walker's Son (Catherine Fisher)
	Perry Angel's Suitcase (Glenda Millard)
	Voices in the Park (Anthony Browne)
5	The Wolves of Wiloughby Chase (Joan Aiken)
	Varjak Paw (S F Said)
	Wolf Brother (Michelle Paver)
	Street Child (Berlie Doherty)
	The Midnight FOX (Betsy Byars)
	Tom's Midnight Garden (Phillipa Pearce)
	FARThER (Grahame Baker-Smith)
	Macbeth United (Michael Rosen)



St Mary's Junior School – Reading Expectations



6	Holes (Louis Sachar)
	Clockwork (Phillip Pullman)
	Pigheart Boy (Malorie Blackman)
	Fireweed (Jill Paton Walsh)
	River Boy (Tim Bowler)
	The Arrival (Shaun Tan)
	The Nowhere Emporium (Ross Mackenzie)
	*Skellig (David Almond)
	Chasing Stars (Malorie Blackman)

Leadership and monitoring

Monitoring of the effectiveness of our teaching and learning of reading takes place through:

- Observations of We Love Reading time.
- One to One reading where the reading leaders listen to children read to establish the accuracy of the ZPD awarded.
- Discussions with children over the books they are exploring in class.
- Learning walks to recognise how reading has been celebrated in each classroom, for example through displays and reading corners).
- Feedback from our reading ambassadors.
- 'Talk for Learning'

Book areas

Research carried out by The Literacy Trust estimates that around 770,200 UK school children do not own a single book. It is our duty to ensure that every child at St Mary's Junior School is given the opportunity to explore a range of stories. All classrooms should have an attractive book area with a range of fiction and non-fiction book in a variety of genres, featuring diverse characters and cultures.

We are very lucky to have a beautiful school library, which is open throughout the day (for children to change books) and every lunch time. Children are given the opportunity to become school librarians in Year 6 and even select new books for our library.

The school library also has a myriad of both fiction and non-fiction books related to school topic areas, to enable further engagement and learning.



Changes to our reading expectations due to Covid 19

Instead of using shared iPads to assess reading levels, we are using Read Write Inc and Pixl assessments to assess reading and supply children with suitable, engaging books.

Children take reading books home weekly. These stay at home for the week and then are returned to be quarantined over the weekend. Children also have a reading record to be kept at home. They also have a reading book which they keep in their tray for reading time.

In light of the recent pandemic, sharing high quality stories is now more important than ever.

Our shared library is currently shut, but our English leads have scoured it to find the most loved books! These have then been shared out across the school to create class libraries. Each term, these books will be quarantined and then rotated, to ensure that every class has access to new and exciting books.

[We Love Reading week activities enable staff, children and parents to share a joy for reading virtually, across the whole school.](#)